



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
History of English Language/ Anglų kalbos istorija	

Lecturer	Department where the course unit (module) is delivered
Rūta Šileikytė Zukienė	Faculty of Philology, Department of English Philology

Study cycle	Type of the course unit (module)
1st	Optional

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Online	Spring	English

Requirements for students	
Prerequisites: C1—C2 level of English	Additional requirements (if any): None

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module): programme competences to be developed
<p>The course aims at enhancing students' understanding of the history of the English language by covering the major linguistic changes that shaped its development from pre-historic times to the present-day situation and by introducing students to the tools of diachronic research required for linguistic analysis on various language levels (phonology, grammar, and lexicon).</p> <p>The subject-specific goals of the course are: to study the historical background of the main events that shaped the linguistic development of English in its Old, Middle, and Early Modern periods; to explore the inner history of the language by studying the linguistic changes that took place on the phonological, morphological, syntactic and lexical levels of the language; to learn to read and translate with the help of glossaries texts in Old, Middle and Early Modern English; to carry out small-scale research projects on specific topics related to the historical development English and present them in a written and oral form.</p> <p>On a more general level, the course aims at developing student skills in analytical, critical, and creative thinking as well as quality orientation (sustained striving for accuracy and high-quality output). The course assignments encourage students to take responsibility in setting their goals and making plans, in organizing their work individually and in groups, as well as in managing the tasks by keeping track of</p>

deadlines and time. Finally, the course strengthens and supports students' openness to change by emphasizing the necessity of constant growth and improvement of oneself in contemporary academia.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>By the end of the course, the students will:</p> <ul style="list-style-type: none"> ✓ understand the concept of language change and be able to describe, analyse and interpret it on different levels of language system (phonology, morphology, syntax and semantics); ✓ understand and be able to explain the major pre-historic changes in the development of the English language system; ✓ be able to analyse, interpret and evaluate the relationships between the events in the outer and inner history of English (Old, Middle, and Early Modern periods); ✓ be able to compare the phonological inventories of Old, Middle and Early Modern English; understand and be able to explain the main phonological changes that occurred in each period; describe and illustrate them with relevant examples; ✓ be familiar with the main stages of the historical development of English graphics and orthography; ✓ understand and be able to explain the main morphological changes that occurred in Old, Middle, and Early Modern English; understand and be able to explain the influence of these changes on the development of English syntax; ✓ understand and be able to analyse and evaluate the process of the development of English lexicon; know the major sources of loanwords and the ways of forming new words; understand and be able to evaluate the situation of English dialects at different periods of their history; 	<p>The course employs a variety of teaching and learning methods, such as:</p> <ul style="list-style-type: none"> – interactive seminars, – student reports on the progress of their individual research, – individual and group work in class, – preparatory reading of the assigned material, – homework assignments that among other tasks involve reading, translating and commenting on the illustrative Old, Middle and Early Modern English texts, – receiving individual feedback from the teacher. 	<p>Cumulative evaluation:</p> <p>Course attendance and participation (20 %)</p> <p>Written exam (80 %)</p>

<p>✓ understand and translate texts in Old, Middle and Early Modern English taking into account their communication intention as well as other phenomena relevant to their historical, social and cultural context.</p>		
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Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<p>1. Introduction to historical linguistics. Definition of the language change. Periods in the history of English. Major linguistic changes from Indo-European to Common Germanic (CGmc) to Old English (OE).</p> <p>The outer history of the OE period (AD 450–1100). First inhabitants of the British Isles. Roman Britain. Arrival of the English. Christianization of England. Heptarchy. Viking invasions and outcomes: the influence of Old Norse. The reign of King Alfred the Great (849–899).</p>			2				2	6	<p>1. Preparatory reading for in-class discussions.</p> <p>Recommended readings:</p> <p>Millward, 1996, Chapters 4–7 (from Old to Early Modern English).</p> <p>Mugglestone, 2006, Chapters 1–7.</p>
<p>2. OE phonology: the inventory of consonants, vowels, and diphthongs. Vowel changes from CGmc to OE: breaking, back mutation, palatal diphthongization. Front mutation. OE prosody.</p> <p>OE graphics: Anglo-Saxon runic alphabet, Latin alphabet, spelling and punctuation.</p> <p>OE morphology: noun and adjective declensions, personal pronouns, verb classes and conjugations. Selected topics in OE syntax.</p> <p>OE lexicon. Loanwords: Celtic, Roman, Scandinavian influence. The formation of new words: compounding and affixing. Lost vocabulary. OE semantics: semantic categories, semantic change.</p>			1 2				1 2	24	<p>Pyles, 2010, Chapters 5–7.*</p> <p>2. Written exercises based on the material covered in class.</p> <p>Recommended exercises:</p> <p>Millward, 1996, Chapters 4–7.*</p> <p>3. Reading, translating and analysing original Old, Middle and Early Modern English texts.</p>
<p>3. Middle English (ME): the outer history (1100–1500). Norman invasion. Decline of English. Norman-French superstratum in</p>			8				8	16	<p>Old English illustrative texts:</p> <p><i>OE Heptateuch,</i></p>

<p>English. The status of English, Latin and French in medieval Britain. The Black Death (1348–1351), the Hundred Years' War (1337–1453): the importance of the events for the linguistic situation in the country. The emergence of London English.</p> <p>ME phonology: the inventory of consonants, vowels and diphthongs. Major phonological changes from OE to ME: voicing of fricatives, changes in the distribution of consonants, qualitative and quantitative changes in vowels and diphthongs. ME prosody.</p> <p>Major morphological developments in ME. Observations on ME syntax. ME dialects.</p> <p>ME lexicon. Loanwords: Scandinavian, French, Latin influence. Formation of new words: compounding, affixing, etc. Lost vocabulary. ME semantics.</p>									<p><i>OE Herbarium, OE Riddles, the Peterborough Chronicle, Deor, Ælfric's life of St. Cecilia.*</i></p> <p>Middle English illustrative texts: extracts from Chaucer's <i>Canterbury Tales.*</i></p> <p>EMnE illustrative texts: sample passages from William Shakespeare's works in the original pronunciation: <i>Sonnet 116, Hamlet's soliloquy To be or not to be.*</i></p>
<p>4. Early Modern English (EMnE): the outer history of the period (1500–1800). Introduction of printing. English Renaissance. Protestant Reformation. Exploration and colonization. Industrial Revolution. The debate over English as a literary and scholarly language. Spelling reformers. Dictionary makers. The movement for an English Academy. Varieties of EMnE.</p> <p>EMnE phonology: changes in the distribution of consonants. The Great Vowel Shift. The development of short vowels and diphthongs. EMnE prosody.</p> <p>EMnE morphology: main developments in the noun, adjective and verb morphology, major changes in the pronoun system. Select topics in EMnE syntax.</p> <p>EMnE lexicon. Loanwords: classical loans, loans from other European, Asian and other non-European languages. The formation of new words: compounding, affixing, functional shift, etc. Lost vocabulary. EMnE semantics.</p>		6				6	12	<p>4. Reporting on the progress of individual research projects on selected topics in the history of English.</p> <p>----</p> <p><i>*Full lists will be provided by the teacher during the course.</i></p>	
5. Revision and consolidation.		2				2	16		
6. Preparation for the final test.		2				2	24		
Total: 130		3				3	98		
		2				2			

Assessment strategy	Weight, %	Deadline	Assessment criteria
Written exam	80 %	Exam days in June	<p>Structure: The exam consists of 2 parts, theoretical and practical.</p> <p>The theoretical part focuses on students' abilities to define, compare and contrast, describe, analyse and illustrate relevant concepts.</p> <p>The practical part requires students' abilities to translate a passage from Old to present-day English; to comment on its grammatical structures and forms; to analyse passages in Middle and Early Modern English commenting on their pronunciation, as well as grammatical and lexical forms.*</p> <p>Assessment criteria: Ability to evaluate the major linguistic changes from Proto-Indo-European to Common Germanic, to Old English using appropriate terminology. Ability to read and translate samples of Old English texts with the help of a glossary and comment on the grammatical and lexical peculiarities of the language.</p> <p>Ability to interpret major phonological, morphological, syntactic, lexical and semantic changes in English throughout different periods (Old, Middle and Early Modern English).</p> <p>Ability to interpret the linguistic phenomena of present-day English in the light of the historical development of the language. Ability to read Old, Middle and Early Modern English texts and comment on their grammatical and lexical features. Ability to use academic language correctly.</p> <p>Academic integrity: any form of plagiarism (verbatim, patchwriting, etc.) detected in the paper will result in 0 (zero) grade for the whole course.</p> <p><i>*A comprehensive list of revision questions will be provided beforehand.</i></p>
Course attendance and participation	20 %	During the semester	<p>ATTENTION: Attendance and participation requirement</p> <ul style="list-style-type: none"> • Attendance and participation account for 20% of the final grade. • Students who miss more than 5 seminars (over 30% of the total) without a valid reason (e.g., illness documented by a doctor's note) will not be allowed to take the final exam.

Course literature

Author	Year of publication	Title	Publishing place and house or web link
Algeo, John	2010	<i>Origins and Development of the English Language</i>	Wadsworth: Cengage learning
Baker, Peter S.	2012	<i>Introduction to Old English</i> , 3 rd ed.	Oxford: Blackwell
Barber, Charles	2003	<i>Early Modern English</i>	Edinburgh: Edinburgh University Press
Baugh, Albert C., Thomas Cable	2002	<i>A History of the English Language</i>	London: Routledge
Crystal, David	2003	<i>The Cambridge Encyclopaedia of the English Language</i>	Cambridge: Cambridge UP
van Gelderen, Elly	2014	<i>A History of the English Language</i>	Amsterdam; Philadelphia, PA: John Benjamins Publishing Company
Hogg, Richard M., ed.	1992—2004	<i>The Cambridge History of the English Language</i> , 6 vols.	Cambridge: Cambridge UP
Hughes, Geoffrey	2003	<i>A History of English Words</i>	Malden: Blackwell
Kirkpatrick, Andy	2007	<i>World Englishes</i>	Cambridge: Cambridge University Press
Leith, Dick	1997	<i>A Social History of English</i>	London; New York: Routledge
Millward, C. M.	1996	<i>A Biography of the English Language</i>	Boston: Thomson Heinle
Millward, C. M.	1996	<i>A Biography of the English Language. Workbook</i>	Boston: Thomson Heinle
Mugglestone, Lynda	2006	<i>The Oxford History of English</i>	Oxford: Oxford University Press
Smith, Jeremy J.	2003	<i>Essentials of Early English</i>	London: Routledge

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